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ABSTRACT

The Professional, Industrial, and Commercial Updating Programme (PICKUP) of the United Kingdom is aimed at improving the performance of British industry through the colleges. In Wales, PICKUP is part of the Welsh Office Education Department. Various factors have encouraged educational institutions to take on PICKUP work: the Education Reform Act of 1988, which provides institutions with greater autonomy and self-determination; the networking of the PICKUP Development Agents and coordinators; and pump-priming monies. The 45 colleges in Wales vary greatly in their philosophy and experience regarding PICKUP work. In a few institutions, PICKUP is part of the work of every department. In some, it is limited to one or two departments or individuals. The university, higher education, and further education sectors all provide PICKUP updating in Wales. Further education colleges undertake most PICKUP work. Since Wales is essentially rural, diversification of rural industries has created a need for updating in new areas, such as tourism, horse management, and food preparation. (Examples of rural projects, development projects, and projects concerned with quality; a list of projects by college; and a list of seven references are attached.) (YLB)

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AMERICAN VOCATIONAL ASSOCIATION/I.V.E.T.A. CONVENTION

PICKUP WALES, U.K.

ASSURANCE OF QUALITY VOCATIONAL CONTINUING EDUCATION AND TRAINING

Date: December 2nd 1990

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BACKGROUND

Wales has a population of 2.857 million with 884,000 in employment. The geography and natural resources have dictated that the major centres of commercial and industrial development lie along the Southern and Northern coastlines. The centre of the Principality is mountainous, dotted with small towns and villages, sparsley populated and essentially rural. Historically, Wales was re-knowned for heavy manufacturing industry, iron and steel products and coal. Within the last ten years this traditional manufacturing base has been replaced by service industries and new technologies.

Regional Assistance has been aimed at attracting inward industrial investment. Local authorities, the Development Boards and the Welsh Development Agency have actively pursued such a policy. Improved transport systems, the M4, the North Wales express-way and road building within the South Wales valleys are all helping to revitalise the Principality.

Welsh Businesses

About 85% of Welsh businesses employ less than fifty people. These businesses are categorised as S.M.E.'s, (Small and Medium-sized Enterprises). A number of large companies, including multinationals, have Welsh branches, usually production plants; few have research and development facilities.

With the exception of the 'boom' areas of the South East of England, the South West and East Anglia, the growth rate of new firms in Wales has been greater than anywhere else in Britain. The leading Welsh counties are Gwent, Mid Glamorgan and Clwyd.

Business survival rates in Wales are also good, for 1980-86 the average Welsh figure was 35% compared with 20% for the U.K.

In the recent past Wales has received about a fifth of the total of overseas investment in the U.K. International firms like Ford, Kimberley-Clark and most recently Bosch at Miskin, have made major investments. The services sector has also expanded, for example, the Trustees Savings Bank and the National Provident Group have moved into the Principality and Tesco Supermarket administration headquarters moved to Cardiff in 1989. The continued development of Cardiff Bay assists in the general economic prosperity. The Government sponsors advanced factories in various parts of Wales.

British Airways have identified Cardiff Wales Airport as a servicing base for their jumbo jets and Toyota are building an engine plant in North Wales.

The impact of Robert Bosch, the German firm, on South Wales has already been very considerable. The company's emphasis on a high quality and well-trained workforce is having positive 'knock-on' effects as other companies realise the competition for workers which this company presents.

With the forthcoming European Single Market in 1992, European firms have become interested in Wales. Companies from outside the E.E.C., e.g. from the U.S.A. and Japan, have also recognised the benefits of Wales as a foothold for new European markets. The more democratic politics of the Eastern block countries will offer opportunities and challenges to Welsh Industry. However, foreign companies may choose to invest in Eastern Europe where labour costs may be lower than in Wales. Less inward investment may come into Wales and 'more will have to be done with what is already here'. (P. Cooke. U.W.C.C. 1990).

EDUCATION IN WALES

The Welsh Office Education Department has overall responsibility for administering the education system in Wales, with the exception of the constituent colleges of the University of Wales. Post-secondary education is provided by forty five colleges, the further and higher education colleges, the Polytechnic, and the six university colleges. Colleges vary considerably in size. Currently, the further and higher education colleges are either funded by the Welsh Office through the Local Education Authorities or directly from Welsh Office. The Universities Funding Council centrally funds all universities in the United Kingdom.

STUDENT POPULATION 1988/89

Wales: Total Numbers of Students

University of Wales (six colleges)	20,842 (+ 2,307 part-time)	
Higher Education	21,393 (enrolments)	
		46,369 FTE's
Further Education	79,534 (enrolments)	

Wales: Size of Institution

Institution	Full-time Students (sandwich & postgraduate)	Part-time
U.W.C.C. (largest)	8,139	1,196
Coleg Glynllifon (smallest)	43	85

ORIGINS OF PICKUP

There were major changes in the British economy in the 1970's. Traditional manufacturing declined and service industries began to grow, new technologies were developing: British companies lost their 'edge' in world markets. It became clear that United Kingdom industry needed to become more competitive in both home and international markets. It was also known that fewer young people would be entering the job market in the 1990's.

Government recognised that people form the most important resource and that a well-trained up-to-date workforce would enable the country to compete effectively internationally. This belief was outlined in a discussion document published by the Department of Education and Science (D.E.S.) in October 1980. 'Continuing Education - Post-experience vocational provision for these in employment'. It emphasised the 'importance of mid-career courses of vocational education for those at work'.

'We must develop the qualifications and skills needed in the country's workforce if managers and employees at all levels are to be able to meet successfully the complex challenges facing them and to promote economic growth'.

British colleges, were the obvious means of keeping the workforce up-to-date. From this 'thinking', emerged the Professional, Industrial and Commercial Updating Programme (P.I.C.K.U.P.). Launched in 1982, it is now very much a part of the work of the colleges in the United Kingdom. Colleges provide much of the training that brings new skills and expertise to the workforce in all sectors of the economy.

Characteristics of Professional, Industrial and Commercial Updating:

* specifically vocational;
* for those in employment and the self-employed;
* short term/part-time;
* college based or on-site;
* full cost (the customer pays);
* high staff/student ratio.

Examples of Provision

* Training Needs Analysis (T.N.A.);
* specific short course and tailor-made provision;
* open or distance learning;
* consultancy and research : advice and support services.

PICKUP: A CULTURAL CHANGE

PICKUP is aimed at improving the performance of British industry: the colleges act as the 'vehicle' for updating the workforce.

Traditionally colleges have provided initial education and training for young people, courses have been on a yearly, termly or day-release basis. Students 'fitted in' to the courses on offer. Some colleges ran part-time courses for industry, usually the company had to fit in to the colleges routine or use night classes. This work was generally seen as 'additional' to the main work. The management, organisation and income of an institution were geared to this system.

Modifying a traditional education system to accommodate flexible, short-term, tailor-made, part-time, self-financing PICKUP courses, or consultancy provision requires considerable cultural as well as organisational changes. 'Selling' the services of a college to companies was a new concept.

It was soon recognised that these changes in culture were not confined to the educational institutions but also affected other organisations and agencies. For example, the civil service itself, the University Grants Committee (now U.F.C.), the administrative bodies for the higher education colleges, (the P.C.F.C. and W.A.B)., the employers, professional bodies and unions.

Sir Christopher Ball former Chairman of the National Advisory Body, W.A.B. in his inaugural address as kellogg fellow to the University of Oxford, discusses ways of promoting educational change: the confrontation intervention versus encouragement/partnership intervention in order to promote educational change. Given the traditional autonomy of the British teacher/lecturer and educational establishments, it is understandable that the encouragement/persuasion model rather than the confrontation model has been used to promote the PICKUP concept.

The greatest cultural change has undoubtedly been in the colleges and in their appreciation of the fact that adults in employment 'expect to be treated in an adult way and be offered a quality of service about that of a young college student'. (Implementing PICKUP in L.E.A. Colleges, F.E.U. 1990).

This phrase encapsulates the changes in philosophy which colleges have had to recognise in order to be effective as providers of PICKUP updating. For many institutions it has meant considerable changes in image and operating to very high professional as well as academic standards.

'A significant proportion of business may be won or lost not on the ability of the college to deliver good courses (or consultancy) but on the image that the college or its representatives present to its clients'. (Implementing PICKUP in L.E.A. Colleges. F.E.U. 1990).

College Image

The type of image a college wishes to portray needs to be understood and conveyed to all staff and resources committed to support changes. e.g.

* Management and administrative staff;
* academic staff;
* support staff;
* accommodation, including parking;
* equipment, including telephone, fax and copying facilities;
* services including catering and cleaning;
* revenue spending e.g. travel and subsistence, publications, printing, publicity, lighting and heating.

Most importantly: the skills, enthusiasm and commitment of people are needed to drive the enterprise.

ORGANISATION OF PICKUP

Twelve Development Agents work in the United Kingdom to promote PICKUP. The agents and staff are a source of help and advice for educational institutions in developing their PICKUP services for business and industry. Agents themselves meet on a monthly basis to review new developments, strategies and progress.

PICKUP IN WALES

PICKUP in Wales began in 1984 and since 1989 it has been part of the Welsh Office Education Department.

The Welsh Office PICKUP Development Unit comprises a Development Agent, Assistant Development Agent, Staff Development Officer and secretarial support.

The Agent liaises with and visits all forty five colleges of further and higher education, the Polytechnic and the colleges of the University of Wales, encouraging them to actively work with companies for the purposes of updating people at work. The Agent is 'selling' the PICKUP concept to effect a cultural change.

ENCOURAGING CHANGE

A number of different factors have encouraged educational institutions to take on PICKUP work:

(a) The Education Reform Act 1988

The legislation contained in the 1988 Education Reform Act, E.R.A., provides institutions with a much greater degree of autonomy and self-determination than in the past. Further and higher education colleges have greater opportunities for institutional planning and budgetary control: profits can be retained. Changes in the composition of the boards of governors of colleges have resulted in increased numbers of industrial members. Such developments have strengthened the notion of the institution as a provider of a range of educational services, of which PICKUP is one component. The Act has highlighted the institutions' sense of 'ownership': the concept of a dynamic, pro-active institution, rather than a reactive one, is emerging.

Colleges can now be more flexible, ready to respond to industry, commerce and the professions. Their future plans can be tailored to the image the college wishes to portray and to the mission of the institution. A portfolio of institutional activites, including PICKUP provision, can be selected: this is much safer than relying on one market segment.

A greater sense of 'ownership' has resulted in many colleges changing appearance. In many cases a more welcoming atmosphere has been created, support staff have been trained, facilities upgraded. Such changes 'fit' with PICKUP work.

(b) The Work of the PICKUP Development Agent and PICKUP Co-ordinators

Networking is part of the Development Agent's job and an important mechanism for promoting change. In Wales there is a network of PICKUP co-ordinators, staff designated by the institutions, and having a specific responsibility for PICKUP. They make contact with industry. Through regular meetings with co-ordinators the Agent is able to exchange information, discuss new initiatives and identify problems. Interaction between the co-ordinators and the PICKUP staff is very important and beneficial.

Co-ordinators may be at any level in the institution and frequently they have a marketing role. Their network forms the 'back-bone' of the Welsh PICKUP operation:

PICKUP Co-ordinators spear-head the development of PICKUP work, they usually have two lines of approach:

(A) Stimulating industry to work with colleges.

(B) Encouraging colleagues to work with industry.

Co-ordinators are often the first college contact for industry. They are usually responsible for the negotiation and administration of PICKUP contracts and may be responsible for monitoring and evaluating the updating provision. PICKUP co-ordinators have the difficult task of convincing employers that updating of employees is in the company's best interests. This is particularly difficult where most businesses employ small numbers of people. Knowledge of the business, its customers, the quality standards required and background information on the relationship between training, sales and quality output are all important to a PICKUP co-ordinator.

To help PICKUP co-ordinators and other members of staff in the institutions, conferences, seminars and workshops are organised by the Development Unit. Topics relate to the skills needed for providing updating for employed adults and particularly the business aspects of PICKUP.

Examples include:

* Customer Care
* Improving the College Image
* Auditing an institution for PICKUP
* How Adults Learn
* Marketing
* Costing and Pricing
* Showing that training pays
* Negotiating skills
* Consultancy skills

The Development Unit also has a considerable advisory role and is often used as a 'sounding board', by co-ordinators for new ideas. It aims to provide a high quality service to the colleges: in the early days when so many institutions were new to the PICKUP concept, the Unit acted as a 'model' in terms of the standard of conferences/events organised and the marketing literature produced.

Networking by the Agent extends beyond the institutions. Good working relationships are vital with the Training Agency, the new TEC's (Training and Enterprise Councils), Her Majesty's Inspectorate, professional institutions, other departments of Welsh Office, Welsh Office Business Services, Welsh Development International, Chambers of Commerce etc.

(c) Incorporation into the Welsh Office

The PICKUP operation in Wales has recently become part of the Welsh Office Education Department. This has raised the credibility of the Unit as far as colleges are concerned. The Government is committed to increasing training and PICKUP is seen as an important part of an institution's activities.

(d) Pump-priming Monies for PICKUP

Pump-priming money from a variety of Government sources has helped to facilitate change.

(e) The Agent's Advisory/Monitoring role

Another means by which the PICKUP profile is being raised is through the advisory/monitoring role which the Agent has concerning pump-priming monies. e.g. W.A.B. PICKUP Selective Initiative and the U.F.C. vocational continuing education.

(f) Communication

The fact that the Unit is part of the Welsh Office Education Department means that the Development Agent has the opportunity to

(a) influence educational policy-making for vocational continuing education

(b) influence the creation of groups or structures to promote PICKUP work. e.g. Europe Centre for colleges.

SOURCES OF PUMP-PRIMING FUNDING

The Welsh Office Education Department.
(D.E.S. England)

The Universities Funding Council (U.F.C.)

The Wales Advisory Body. W.A.B.
(P.C.F.C. England)

Grants for Education Support and Training (G.E.S.T.)
(formerly L.E.A.T.G.'s)

The Training Agency.

USES OF PUMP-PRIMING MONEY

Funding has been directed towards a range of developments.

* Spreading the PICKUP philosophy across the Institution.
* Setting up an internal structure to permit PICKUP to operate.
* Staff remission time.
* Supporting a PICKUP Co-ordinator.
* Auditing the Institution for PICKUP.
* Training Needs Analysis for companies.
* Production of Marketing/Publicity Materials.
* Marketing the institution's PICKUP work.
* Development of Course Materials for specific Projects.
* Support for special initiatives. e.g. LX, R.T.C. Europe Unit.

LX, Language and Export Centres

These were set up using combined funding from PICKUP and the Training Agency in order to promote language development and export skills for U.K. business people. There are two centres in Wales, one based at the University College, Swansea and the North Wales satellite, based at the North East Wales Institute. Both provide services for company personnel wishing to do business overseas. LXs provide training in many languages, West and East European, Japanese, Middle Eastern languages etc. Location of branches of multinational companies in Wales and the advent of the Single European Market, 1992, has helped increase demand for foreign language and export skills.

Regional Technology Centres

Set up by joint PICKUP and Training Agency Funding, these centres act as a broker between educational institutions and commercial companies, transferring technology.

The Wales Technology Centre has now been subsumed into the activities of the Welsh Development Agency.

THE EFFECTIVENESSS OF PICKUP IN WALES

The effectiveness of PICKUP is determined by qualitative and quantitative means:

* PICKUP Statistics.

* Response to projects and outcomes from projects.

* Response to selective funding:
  U.F.C. and W.A.B.

* Enthusiasm/willingness of the institutions, to work with the Development Unit.
  (Attendance at conferences, seminars etc.)

* The Development Agent's Reports.

* Increased profile of training and updating.
  (Industry and government stressing importances)
  publicity etc.

* Evaluation of PICKUP in Universities.
  (J Geale)

  Evaluation of PICKUP in P.C.F.C. Sector.
  (K Levine)

* H.M.I. Reports.

WALES : PICKUP STATISTICS

Institutions have a statutory obligation to provide information to the Government. Data are collected using the Short Course Monitoring Record, (S.C.R.) which is an annual survey, and the Further Education Student Record, F.E.S.R., which provides a snapshot of work being undertaken on the 1st November.
(For PICKUP work the S.C.R. is more accurate than the F.E.S.R.) University statistics are published by the Universities Statistical Record.

Indices currently used include:

1. Number of colleges participating.
2. Number of courses.
3. Number of students.
4. Number of F.T.E.'s. (1 F.T.E. = 360 hours).
5. Gross Fee Income. (Can be misleading).

Information which it would be useful to have includes:

1. Male/Female students.
2. Number of hours of consultancy work undertaken.
3. The number of 'normal' courses which have been changed/influenced as a result of PICKUP course provision and PICKUP consultancy for industry.
4. How PICKUP work is 'timetabled' within institutions.

STATISTICS MUST BE RELATIVELY EASY TO COMPILE. THEY THEN CAN BE USED TO JUSTIFY PAST AND FUTURE INVESTMENT.

Quantifying the PICKUP work of colleges

PROBLEMS

Collection of statistics is very much dependent on colleges understanding what information is required and the accuracy of record keeping systems. Often it is dependent upon a single person liaising with many others in a college. Standardising management information systems should improve the situation.

Difficulties arise in defining PICKUP work and distinguishing between it and other courses. Broadly speaking, PICKUP courses are less than 30 weeks in length, part-time, 'tailor-made', for employed adults and the client pays the full cost.

Difficulties include:

* Colleges not charging the full cost for courses.

* Courses leading to approved qualifications etc.

* PICKUP clients being included on full-time courses.

* Consultancy work.

* Open Learning - students records are poor.

PICKUP STATISTICS

Survey	Date	PICKUP % Increase
D.E.S. (sample)	1985/86 - 1986/87	40%
D.E.S. (all instituions)	1986/87 - 1987/88	20%
WALES (partial)	1986/87 - 1987/88	25%
WALES (all institutions)	1987/88 - 1988/89	6%

RESPONSE OF THE ACADEMIC COMMUNITY

OVERVIEW

When PICKUP began in Wales in 1984 the colleges response to the initiative was 'patchy'. The task of persuading forty five, mainly very traditional institutions, to take on a new type of activity should not be underestimated.

Pump-priming monies to support PICKUP co-ordinators in the university sector and in the major institutes of higher education resulted in some PICKUP work being undertaken. Very limited funding went to the Local Education Authorities to support PICKUP work in the further education colleges, again, results were 'patchy'. Local Collaborative Projects, funded partly by the Training Agency and partly by the Welsh Office ran from 1984 to 1989 and were very successful in encouraging partnerships between industry and colleges, with colleges providing training needs analysis and courses for companies. Undoubtedly the impact of E.R.A., the changes in Higher Education and in University funding have made colleges more aware of opportunities.

The forty five colleges vary tremendously in their philosophy and experience regarding PICKUP work.

In a few institutions PICKUP is part of the work of every department, at the other extreme, it is limited to one or two departments or individuals.

A number of colleges are extremely successful, they have business/commercial units or college companies through which they are able to respond quickly and efficiently to updating needs. (A unit can also act as a focus for the college's entrepreneurial work). Establishing a commercial unit can be difficult, heads of department or individuals may resent channelling PICKUP work through such a unit, particularly if they have been personally successful in the past. Other staff may welcome the fact that the commercial aspects of updating e.g. initial contacts with companies, costing and pricing, etc., will be administered by the unit.

Colleges in the large towns, or within conurbations, have the most advantages, however a few rural colleges, with no obvious market for updating have identified local needs and are serving local small industries. Rural colleges often have the advantage of being situated in an excellent environment and so can provide 'added value' to PICKUP updating. This is often appreciated by clients from urban areas and overseas. The size of an institution is not directly related to the proportion of PICKUP work undertaken.

PICKUP WITHIN A COLLEGE

There is no set way of operating PICKUP within a college. Each institution has its own mode of operation although a model, common to successful institutions, has emerged:

PICKUP Team

* A member of the Senior Management Team
* A member of the staff with special responsibility for PICKUP
* A commercial manager (May also be responsible for PICKUP)
* An administrator
* A secretary

Liaison and close proximity between members of the PICKUP team, the college marketing officer and college staff development officer proves helpful.

FACTORS TO BE CONSIDERED WHEN DEVELOPING PICKUP WORK

Depending on the stage of development so a college will have taken account of a number of factors:

THE MARKET

(a) Recognising differences between the PICKUP clients and first level students. e.g. the quick response times needed by employers, the ways in which adults learn, better college facilities etc.

(b) The decision to include PICKUP as part of college activities (senior management).

(c) Convincing staff of the value of PICKUP work.

(d) Setting up structures within the institution.

(e) Setting up systems for internal as well as for external communications.

(f) The importance of monitoring and evaluation.

(g) The college's need to emphasise quality to ensure repeat business.

(h) Reward/recognition systems for individual staff, departments and the college itself.

(i) Recognition that staff involvement in PICKUP work counts towards promotion.

N.B. These factors may be developed to different levels in the institution and they are by no means comprehensive.

(A) The University Sector

Despite the differences in history, size and location the six colleges of the University of Wales face common problems with PICKUP work. It is by no means an integral part of the work of every college department although some departments have a strong tradition of association with their respective professional bodies and do a great deal of continuing professional development. Since the U.F.C. as part of its remit, provides funding for continuing education, PICKUP in universities has moved up the academic agenda but the university sector is probably the most difficult to change.

Common Problems

* PICKUP challenges traditional philosophy and culture of a university. (academic snobbery : academic freedom).

* PICKUP competes with research, consultancy and teaching.

* Lack of flexibility to accommodate PICKUP work.

* 'Autonomous' heads of department: difficulty to operate collegiate initiatives.

* Restricted, inadequate reward systems and professional advancement.

* 'Lip-service' by senior management.

* Some academics cannot see how they can work to update employees.

* Few staff are formally trained as teachers.

Positive Factors

On the positive side, the expertise, knowledge, resources and facilities of the institutions are considerable and many staff are keenly interested.

Ref: University of Oxford. Report of the Committee on Continuing Education Policy 1990.

(B) PICKUP in the Higher Education Sector

In many ways PICKUP interfaces more easily with the work of this sector.

Some of the colleges providing higher education have traditionally worked with the professions, industry and commerce. The full-time courses they offer, usually of degree or degree equivalent, have often included work placement or been technologically based. These institutions have high academic teaching standards, but have undertaken limited amounts of research and consultancy. In particular the technological institutions tend to be flexible and less strictly related to three academic terms, or to a nine to five teaching day.

Some specialist insitutions e.g. teacher training colleges, the College of Music & Drama, the agricultural colleges, have a strong vocational base and again this assists PICKUP work. The communication skills of the drama and teacher training colleges can easily be transferred to industry.

(C) PICKUP in The Further Education Sector

This is the largest sector and provides most of the PICKUP updating in Wales. Again the nature of these colleges gives them 'the edge'. Their traditional courses are below degree or degree equivalent, they are vocationally based, students acquire traditional skills, in engineering and construction; office work and computing; caring, catering, nursery nursing; agriculture/horticulture.

There is no conflict between teaching, research and consultancy: teaching is the college's main purpose. There is a tradition of good standards of teaching, most staff have teaching qualifications, but perhaps with a 'school' atmosphere.

Each sector has its PICKUP market and individual colleges their strengths. Franchising is already extending college portfolios; collaboration across the sectors to supply a company's needs is strengthening PICKUP provision in the Principality.

PROGRESS

All Welsh colleges now engage to a greater or lesser degree, in PICKUP work; generally speaking they all seem to be keen to increase PICKUP activity. Within the last year five colleges have decided to take on PICKUP and appear to be most enthusiastic.

1987/88 to 1988/89 6.1% [illegible] IN PICKUP enrolements

1988/89 7,721 enrolements on 70[illegible] courses.

It is known that:

* MOST PICKUP work is undertaken by the further education colleges. Ratio F.E. to H.E. 85:15

* The four most popular updating areas are:

  Engineering + Technology 23.2%.

  Business and Administration 22.9%.

  Agriculture and Related Industries 19.2%.

  Maths/Computing 14.6%.

With the exception of Agriculture, three of these match the forecasts for updating.

PICKUP STAFF SKILLS

Members of staff engaged in PICKUP provision will need to acquire professional skills in the following areas:

* a general understanding of business and business attitudes held by potential clients, i.e. knowing the way business works;

* an ability to investigate, develop, design, monitor and evaluate PICKUP provision appropriate to client and customer requirements, i.e. skilled in curriculum development to meet specific objectives speedily;

* facilitating adult learning by different methods, i.e. flexible and stimulating in teaching and learning styles appropriate for adults;

* interpersonal skills related to negotiating with clients and customers on the design, delivery and evaluation of provision and working in a team, i.e. get on well with other people;

* technical knowledge and skills to a high professional standard, i.e. up to date and with a knowledge of practical application.

(Implementing PICKUP in L.E.A. colleges under the Education Reform Act 1988. F.E.U.)

Specialised Skills

Some staff may require more specialised training in areas such as:

* identifying training needs;
* market research and marketing strategies;
* promotion and selling;
* costing and pricing;
* consultancy skills;
* contract negotiation and procedures;
* client and customer management;
* presentation skills;
* producing training material, including open learning materials;
* modularisation of provision;
* quality assurance.

(Implementing PICKUP in L.E.A. colleges under the Education Reform Act 1988. F.E.U.)

PICKUP Management Skills

Others may be more involved in PICKUP management. They may need skills in:

* managing change;

* strategic planning and programming;

* operational planning and management;

* resource management, including management information systems;

* financial management, including business planning;

* people management;

* monitoring and evaluation;

* project management;

* managing staff development.

(Implementing PICKUP in L.E.A. colleges under the Education Reform Act 1988. F.E.U.)

Support Staff Skills

All support staff will require common skills, which include:

* customer care;
* team work;
* interpersonal and communication skills.

The following will also require skills related to their particular job:

* course secretary/administrator;
* receptionist;
* telephonist;
* caretaker/porter;
* car park attendant;
* catering staff;
* room administrator;
* technician.

(Implementing PICKUP in L.E.A. colleges under the Education Reform Act 1988. F.E.U.)

RURAL AREAS

Background

Wales is essentially rural : there are many small farms and industries. Changes are taking place in rural areas.

* **Farming**:
  - traditionally small farms, mainly sheep
  - decline in traditional farming methods
  - perceived poor employment prospects
  - people are leaving farming
  - many farmers are diversifying.

* **Migration**:
  - newcomers are migrating to some regions of rural Wales
  - better quality of life.

* **Welsh language**:
  - strong efforts to preserve the language
  - some counties have bilingual policies e.g. Dyfed and Gwynedd.

* **Tourism**:
  - traditional seaside resorts
  - countryside pursuits and leisure activity holidays gaining popularity.
  - parallelled growth in rural craft industries

* **Environment**:
  - increasingly farmers are being viewed as 'keepers' or 'protectors' of the countryside
  - switch from food production subsidies to environment protection subsidies?

Diversification of Rural Industries

The traditional farm is no longer the major employer of labour, instead a whole range of industries have grown, some associated with farms. Examples include:

* Specialist Food Production e.g. yoghurt,
  cheese making,
  ice cream,
  ready-prepared meals.

* Tourism e.g. bed/breakfast accommodation
  farm holidays,
  holiday apartments,
  restaurants.

* Leisure/Activities e.g. walking,
  climbing,
  fishing,
  horseriding.

* Industries e.g. pottery,
  wood crafts,
  woollen textiles.

Agricultural Training Boards

* Agricultural Colleges

a. These colleges offer initial vocational training in agriculture at different levels. An awareness of the decline in traditional farming and also a fall in student numbers prompted a 'Survey of Former Students of Agriculture in Wales'. (J H Harries September 1989). A re-structuring of full-time and part-time agricultural education courses on a modular basis is currently underway. PICKUP work is an integral part of this re-structuring.

b. Colleges also want to work with the re-organised A.T.B.'s.

* Legislation

New Acts of Parliament affect the operation of rural business enterprises:

e.g. The Food Act 1990
The Electricity at Work Regulations
The C.O.S.H.H. Regulations
affects: farms, hotels, service industries, hairdressers, the small builder, electrician, plumber.

OPPORTUNITIES FOR COLLEGES IN RURAL AREAS

1. Diversification has meant that the specialist expertise available in colleges can be used to update staff in a new range of industries. e.g. tourism, horse management, food preparation and hygiene, as well as traditional agricultural and engineering practices.

2. Management, I.T. and business skills are common to all small enterprises and are available in all colleges.

2a. Tourism and the entry into the Single European Market have created a demand for language training.

3. For the agricultural colleges, re-structuring of initial courses on a modular basis will mean that PICKUP clients can more readily 'fit' into courses.

4. New safety legislation has already meant that agricultural colleges have provided courses on chain-saw management, use of agro chemicals, use of mowing equipment, arc welding.

5. The new Food Act 1990 places responsibility on each section of the food production chain, from grower through to retailer.

6. Some colleges specialise in updating workers in a traditional and construction skills - needed for older properties and for new buildings in the national parks.

EXAMPLES OF PROJECTS

HOSPITALITY INDUSTRY: Carmarthenshire College of Technology & Art

PROBLEM ADDRESSED: Persuade the tourist industry workforce to see itself in a position of esteem. To produce suitable training packages to implement a change in attitude to service whilst retraining to a good level of technical expertise.

PARTNERS
Carmarthenshire College of Technology & Art;
Glanrannell Park Hotel; Diplomat Hotel; Kidwelly Industrial Museum; Bristol Hotel;

GEOG. AREAS Carmarthen, Dyfed

CONCLUSIONS OF REPORT
Found general need for training in basic skills from proprietors downward. 41 people attended Energy Conservation Seminar - installation of modern heating/lighting systems without detriment to customer-care. Designed Foreign Language Training Package suitable for distance learning. French, German, Spanish & Italian languages covered. Modular Short Courses piloted for Food & Beverage & for customer-care.

CONTACT Carmarthenshire College of Technology & Art

TRAINING NEED IN NEW TECHNOLOGY IN NORTH POWYS

PROBLEM ADDRESSED: To examine the training needs of North Powys employers in regard to the new technologies, particularly the use of microprocessors.

PARTNERS
Montgomery College; Mid & North Wales Training Group Ltd; Prescoe International; Laura Ashley Ltd; Kay & Co Ltd; Grooms Industries; Evans Portabuilding; Wynnstay Farmers; Agricultural Development Advisory Service; Mid Wales Development.

GEOG. AREA North Powys

CONCLUSIONS OF REPORT
The study has been valuable in ennumerating and classifying the use/future use of new technology in the area and relating it to training needs. A data-base of tne findings has been set up and will be used as an information resource for the area. The database is to be enhanced to cover the whole of Powys and parts of Gwynedd.

CONTACT Dr D W Griffiths
Montgomery College

EXAMPLES OF UPDATING COURSES IN A RURAL COLLEGE

Coleg Meirionydd

Use of Computers in Agriculture.

Use of Pesticides.

Advanced Tractor Driving and Handling.

New methods of Fencing.

First Aid for Quarry Workers.

Hygiene for Hotels.

Updating for Nursing Home Personnel.

WELSH OFFICE PICKUP DEVELOPMENT PROJECTS

Purpose:

Pump-priming to increase PICKUP provision.

Main Areas Supported

* Remission time for staff.
* Establishing PICKUP across a college.
* Establishing a PICKUP Unit. (Office).
* Survey of the market.
* Development of course materials for specific purposes.
* Marketing.
* Publicity Materials.
* Responding to new legislation. e.g. Food Act 1990, Electricity at Work 1989.

PROJECTS

College	Project Title	Purpose
Gwent College of H E	A.E.U. - G.C.H.E. Training Needs Analysis	Establish training needs of union members.
Llandrillo Technical College	Viewdata Distance - Learning system for PICKUP clients	Enables shift workers to study.
Coleg Powys	The Establishment of a PICKUP Unit	Establish a commercial office.
College of Librarianship Wales	Training in the Book Trade	Identify training needs of workers in bookshops in Wales.
C.C.T.A.	Hospitality/ Language Training	Provide language skills for workers in hospitality industry.
Coleg Pencraig	PICKUP Courses Development	Updating courses
Neath College	SONY Screening Process - TNA	Specialised training for T.V. engineers.
Newport College of F E	Updating for specialist personnel in Beauty Therapy + Hairdressing	New updating methods includes burns + skin grafting, make-up and nutrition.
Pontypool College	Extension of PICKUP work at Pontypool College	Development of courses on business skills
Crosskeys College	Development of an effective PICKUP Training Profile	Marketing the institution: Publicity material

College	Project Title	Purpose
Pembrokeshire College	The Cleddau Survey	Survey of business and marketing the college
Polytechnic of Wales	Legal Ergonomic Environments	Development of courses concerned with C.O.S.H.H. regulations
Coleg Meirionnydd	Stimulation of PICKUP activities throughout the college	College audit, marketing and publicity material.
Swansea College	Development of Swansea College PICKUP Unit	Establish a business unit
W.G.I.H.E.	Continuing Education and Training of Engineers	Course development for motor mechanics
N.E.W.I.	The New Food Safety Bill 1990. Training Needs Analysis	Survey of training needs of food companies
Ystrad Mynach College	Establishment of a Short Course Unit at the college	Establish a business unit
Polytechnic of Wales	Short Course Development for the Electricity at Work Regulations 1989	Updating of any types of workers dealing with electricity
Gwynedd Technical College	Development of a PICKUP Portfolio	College audit and marketing material
Pencoed College	PICKUP for the Land-Based Industries	New ways of updating workers

College	Project Title	Purpose
Ebbw Vale College	Information Technology - short course development involving all departments of the college	I.T. updating for office, retail, engineering, catering employees
N.E.W.I.	New Materials	Updating workers in advanced ceramics, polymers, composites
Y Coleg Normal	Establishing PICKUP provision at the college	Encouraging a teacher training college to start PICKUP work.
Llandrillo Technical College	Electronics + Computer Drop-In facility for local businesses	Permit business people to study when they wish
E.D.A.P.	Employee Development Assistance Programme (E.D.A.P. - Ford Motor Company Ltd/ Welsh Office Project	Encourage North Wales companies to update their employees
Cardiff Institute of H E	Updating Needs In Biomedical Sciences	Survey of C.P.D. for members of the Institute of Medical Laboratory Sciences

EXAMPLES OF PICKUP DEVELOPMENT PROJECTS

Y Coleg Normal

Welsh Office Pump priming permits staff remission time to plan and organise:

(a) college audit of human and physical resources;

(b) establish strengths and weaknesses;

(c) survey the market;

(d) produce publicity material.

Transition from teacher training institution to one which also now will work with industry.

Cardiff Institute

Identifying C.P.D. for members of the Institute of Medical Laboratory Sciences (I.M.L.S.) scattered through many companies in Wales.

Joint project : partners are Welsh Office
I.M.L.S.
Amersham International
Cardiff Institute.

Cardiff Institute will establish updating required and provide it.

Gwent College of Higher Education

College works with A.E.U. national and local officials to establish updating needs of members employed in a range of large and small companies through 4 counties.

A 'bottom up' approach to training, directed at individual members and shop stewards and involving management.

Welsh Office/E.D.A.P. Projects

Aims:

1. to spread the Ford E.D.A.P. philosophy
2. to encourage employers to work with North Wales Colleges.

REFERENCES

1. Training and Enterprise: Priorities for Action 1990/91. Labour Market Supplement Wales.

2. Welsh Social Trends. No.7 1988. Welsh Office.

3. Labour Market Quarterly Report. Great Britain, May 1989.

4. Labour Market, Wales No. 1 June 1989.

5. Valleys Skills. A survey of employers in the South Wales Valleys. Training Agency. 1990.

6. Labour Market Quarterly Report. Wales. July 1990.

7. Wales Labour Market Review. Department of Employment. 1989.

PROVISIONAL PROJECT OUTCOMES

* Changing institutional structures - less hierarchical - allowing good people to 'grow'.

* Raising questions about employment contracts e.g. hours of work, payment.

* Raising questions about professional advancement.

* Increasing demand for updating.

* Increasing demand for consultancy.

* Identifying institutions in experience in accurate costing and pricing.

* Identifying areas of updating apart from the purpose of the project.

QUALITY IN PICKUP VOCATIONAL CONTINUING EDUCATION

Quality is showing itself in the following ways:

(a) **Repeat Business.**

(b) PICKUP is part of the mission of a college and part of strategic planning. More senior managers are committed to it.

(c) Greater concern to produce better surroundings, service and facilities for PICKUP clients. (Advantages for students).

(d) Better costing and pricing : less undercutting of other colleges.

(e) Better control of course quality, monitoring and evaluation.

(f) Institutions are seeking B.S. 5707 (I.S.O. 5000).

(g) Quality provision: high staff/student ratios enable staff themselves to learn afrom students. Feeds back into teaching of all students.

(h) PICKUP Development Projects : permits colleges to work with companies and to develop better knowledge of quality procedures.

(i) Single European Market, 1992.
(Welsh institutions working together : better quality provision).

NOTE

It is known that the average number of students per PICKUP course is eleven, compared with many full-time undergraduate courses of 50/60 students. This indicates that PICKUP provision is likely to be more expensive than traditional courses and certainly a great deal more preparation and administration may be needed to tailor courses to clients needs. (Estimate 2 1/2 times the normal preparation and administration).

EXAMPLE OF PROJECTS CONCERNED WITH QUALITY

SWANSEA COLLEGE

THE PURSUIT OF QUALITY

PROBLEM ADDRESSED Identify methods of assessing and implementing co-ordinated policies with the aim of improving quality of service and provision in **SERVICE** industries. To produce sample training-packages to meet this need.

PARTNERS
Swansea College; West Glamorgan Health Authority; Sainsbury; Giles Sport; C.R.S; Morganite; Metal Box; Spar; MacDonald's; Indent.

GEOG. AREA West Glamorgan.

INDUSTRIES ADDRESSED Other services. RT. Hairdressing

SKILLS LEVEL Management
Supervisory

CONTACT Mrs S Thomas Reardon
Swansea College

PONTYPRIDD TECHNICAL COLLEGE

QUALITY ASSURANCE FOR OPERATIVES AND NEW ENTRANTS

PROBLEM ADDRESSED Quality assurance training needs analysis of **OPERATIVES** and **NEW ENTRANTS** across a diverse range of industry. Modify existing provision and develop new modules to meet needs identified. Raise awareness of Q.A.

PARTNERS
Local Employer Network (LEN); Commercial Accoustic Products Ltd; The Royal Mint; Dragon Plastics Ltd; Welsh Quality Centre; Rexel Engineering; Ondawel (G.B.) Ltd; A.B. Electronics Controls and Connectors;

GEOG. AREA Mid Glamorgan

INDUSTRIES ADDRESSED General

SKILLS LEVEL Craft/Skilled
Operative/Labourers

CONTACT Mr B Davies
Vice Principal
Pontypridd Technical College

CARMARTHENSHIRE COLLEGE OF TECHNOLOGY & ART

QUALITY ASSURANCE TRAINING

PROBLEM ADDRESSED To provide an extensive regional resource centre for Quality Assurance. To develop and pilot training packages. Awareness of quality requirements is required by manufacturing personnel at all levels.

PARTNERS
Carmarthenshire College of Technology & Art; Delanair Ltd; Race Electronics Ltd; Swansea Industrial Components Ltd; Spencer Davies Engineering Ltd; Diversified Products Ltd.

GEOG. AREA Llanelli

INDUSTRIES ADDRESSED Engineering General
Electrical
General/unspecified

CONTACT Carmarthenshire College of Technology & Art

CROSSKEYS COLLEGE

QUALITY MANAGEMENT TRAINING RESOURCE IN GWENT

PROBLEM ADDRESSED To update FE training resources in Quality Assurance, to establish networked local centres of Excellence for Q.A. providing advice, training and consultancy (included BS5750). Develop conventional training resources in colleges.

PARTNERS
Crosskeys College; Ebbw Vale College; Newport College; Gwent Local Employer Network; BSC Llanwern/Panteg/Whiteheads/Ebbw Vale; British Alcan; Alfred Teves; Monsanto; Suflex; Texture Tex; Kitsons Steel Stockists.

GEOG. AREA Gwent

INDUSTRIES ADDRESSED Other Manufacturing
Engineering General
General/unspecified

CONTACT Crosskeys College

FUTURE PROSPECTS

It is known that :

Only 20% of Welsh employers provide any form of training for their workers.

Less than 33% of employers have a specific training plan or budget.

GOVERNMENT'S AIM:

In 1988 : 3% working population received PICKUP-type training.

By 1992 : AIM : 10% working population will receive PICKUP-type training.

N.B. **This figure does not include companies 'in house' training.**

D.E.S. TARGET

PICKUP to form an average of 10% of college work (F.T.E.'s) by 1992.

ISSUES

* **To compete in world market, Wales and the U.K. needs to make more use of the existing labour force.**

  (Current training is biased towards full-time employees, service sector employees and people already having qualifications. New target groups : older people and part-time employees).

* **Employers continue to need to be informed about the benefits arising from updating employees.**

  (Industry needs EDUCATING by Government, C.B.I., Chambers of Commerce Professional Bodies).
  They must be prepared to pay for training.
  A change in philosophy is needed.

* **Entry into the Single European Market in 1992.**

  (poses challenges and opportunities for Welsh businesses)
  (opportunities for colleges to provide updating for Welsh and European companies).

* **Women as a group will form a major part of the workforce in the decade up to the year 2000.**

  (Currently far more men than women are being updated by Welsh Colleges : 90% men.
  Colleges need to target and provide facilities for women. Also 'Access', A.P.L., N.V.Q.)

* **Growth areas in the Welsh economy are predicted to be:**

  Manufacturing
  - new technologies
  - information/data handling
    new materials technology
    (ceramics, polymers, composites
    electronics).

* **College Issues:**

  (a) 'autonomy' : portfolio of educational provision.
  : college's mission statement (community, national, international).

  PICKUP as an INTEGRAL part of college activity.
  Pump-priming for a small business - 5 years?

  (b) Increasing access to education, transferability from one part of the system to another.
  Credit Accumulation and Transfer : CATS
  Vocational Qualifications: N.V.Q.
  ACCESS

  (c) In Wales : Review of Higher Education
  (Centres of excellence and franchising)

  (d) Working with T.E.C.'s
  (Move from central manpower planning to local delivery)..

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